



# Birchfield

## PRIMARY SCHOOL

Resource Base Curriculum Overview

Spring 2.1

**Teaching team:**

**Class Teacher:** Miss Williams

**Support Staff:** Mrs Shaikh, Miss Chauhan, Mrs Hussain

**SLT:** Miss Simpson

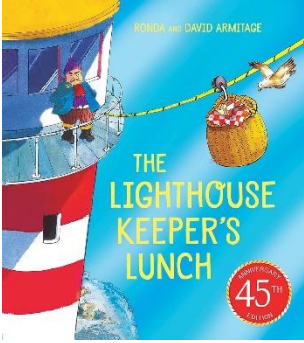
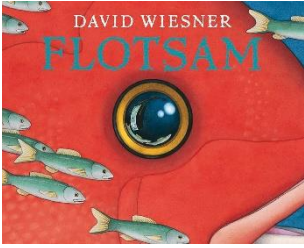
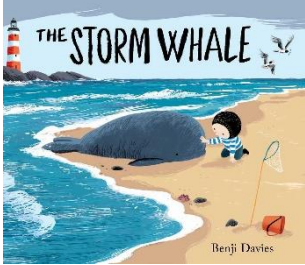
**PE Days: Fridays**

On these days, children must be wearing their PE kits. This includes a white t-shirt, black tracksuit bottoms, leggings or shorts and trainers.

**Homework:**

Every child will be given a reading book each Friday. This is to be shared with an adult/older sibling during the week and should be returned no later than Wednesday so that staff have time to change it and return it on Fridays.

Please see below an overview of the main themes, knowledge, and skills we will be covering this half term.

Enquiry Question	What is it like by the seaside?		
Class Texts	<p>The Lighthouse Keepers Lunch</p> 	<p>Flotsam</p> 	<p>Storm Whale</p> 
Writing	<p><b>Curriculum:</b> Character description Letters</p> <p><b>Early curriculum:</b> Recognising a character from the story – matching identical pictures and writing sentences using colourful semantics.</p> <p><b>Sensory:</b> Explore sensory items related to the text.</p>		
Reading	<p><b>Curriculum:</b> Predicting and making inferences from a text</p> <p><b>Early curriculum:</b> Identifying characters in key stories Participating in shared stories</p> <p><b>Sensory:</b> Engage with pictures in the book, physical items and symbols</p>		
Maths	<p><b>Curriculum:</b> Number and place value Time Perimeter Addition &amp; Subtraction</p> <p><b>Sensory:</b> I can take part in activities related to grouping objects. Develop focus and attention on number activities (e.g. five little speckled frogs splashing into water, number-based attention autism activities). I can notice a change in number of objects/sounds up to 3.</p>		
Science	<p>Throughout this half term children will explore electricity. They will begin to identify the different elements of a circuit and use these elements to create their own circuits. Children will then create a lighthouse in DT and use a circuit to power its light.</p>		

Art & Design	Children will begin by creating backgrounds using different equipment (sponge painting, water colours and chalk) and then adding detail using photos and videos as inspiration.
Design & Technology	Children will explore different ways of cutting and joining materials. They will then use this knowledge to design, build and decorate a lighthouse.
History	<b>Children will begin by exploring how the seaside has changed over time. They will look at varying photographs and videos to match and make simple comparisons.</b>
Geography	Children will explore the different features of the seaside and begin to match and name them. They will then look at various maps and photographs to identify the various features.
PSHE	<p><b>Formal:</b>  <u>Things we are good at</u>  Describe and demonstrate things we can do well and identify areas where we need help to develop.  Identify hopes/wishes for our future lives.  Identify things we can do for ourselves to help us develop our strengths and those areas where we need help from others.  Identify own hopes/ aspirations; explain in simple terms how we might achieve them.</p> <p><b>Semi-Formal:</b>  <u>Things we are good at</u>  Respond with curiosity to stimuli about the ways in which we are special.  Respond with curiosity to stimuli about our family.  Describe ourselves — recognising that there is self and there are others.  Identify things we are good at (strengths/talents). Describe the ways in which we are special and unique.  Describe things that we enjoy or that make us feel happy.</p>
Computing	<p><b>Formal:</b>  <u>Programming Animations</u>  I can find the commands to move a sprite.  I can use commands to move a sprite.  I can compare different programming tools.  I can use more than one block by joining them together.  I can use a Start block in a program.  I can run my program.  I can show that a project can include more than one sprite.  I can delete a sprite.  I can add blocks to each of my sprites.</p> <p><b>Semi-Formal:</b>  <u>Programming Animations</u>  I can find the commands to move a sprite.  I can use commands to move a sprite.</p>
Music	<b>Formal:</b>

Explore the different sounds that instruments and their voices can make to create simple compositions.

Listen to a variety of music, rhymes, and songs, paying attention to how they sound and sharing their opinions.

**Semi-Formal:**

Explore the different sounds that instruments and their voices can make.

Tap or clap simple repeated rhythms.